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ABSTRACT

This annotated bibliography lists 109 entrees of selected educational materials in Pakistan covering the period from October through December 1971. Categories include: (1) administration, organization, and financing of education, (2) agricultural education, (3) childhood education, (4) comparative education, (5) curriculum, (6) development of education, (7) education goals, (8) education planning, (9) education reforms, (10) education research, (11) elementary and secondary education, (12) examinations, (13) health education, (14) higher education, (15) history of education, (16) teaching of language, (17) libraries, (18) literacy, (19) medical education, (20) philosophy of education, (21) psychology, (22) science education, (23) sociology, (24) students' problems, (25) teacher education, (26) teachers, (27) technical education, (28) textbooks, (29) women's education, (30) general, (31) teaching methods and media, and (32) writers' index. (HW)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 5 No. 4 1971

Period Covered

October-December 1971

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FL 004 542

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. AHMED, Kh. Nazir, Conflicts in the School and their Implications for Administration --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 46-54. August 1971.

In schools professional antognism is quite discernible among different factions. Institutions plagued with prolonged and persistent conflicts fail to achieve their objectives. Conflicts of serious nature adversely affect the healthy growth of students' social life and intellectual development.

Schools do not exist in vaccum. They operate in a specific social setting. They influence, and are influenced by, it. Therefore, conflicts in schools generally reflect social conflicts. Schools act both ways: they perpetuate or resolve these conflicts. How these conflicts can be minimized is a question of vital importance for the students of educational administration. The nature of conflicts, the type of conflicts, the stages of conflicts, the causes of conflicts, the implications of conflicts, the ways to deal with conflicts the measures to minimize conflicts, and conflicts in schools are described and recommendation have been put forward.

2. KAZMI, Hasnain. Talaba Ka Aik Aham Mutalba Feeson Mein Kami Ki Jai (Important Demand of the Students - Reduction in Tuition Fee) --- Jang (Karachi) November 15, 1971 (U).

Reduction of Tuition fees in colleges has been an old demand of the students of Karachi. Since students are the rising generation and masters of the future of a nation, their demands deserve our sympathetic consideration. As a rule, boys and girls coming from poor families are more interested in acquiring education than those who come from well-to-do families. So, high tuition fee stands in their way of acquiring knowledge and learning. It has been our national tragedy that successive governments in the country have never considered education important enough to be included in national planning and development program although we are rich in resources and opportunities. Despite the fact that the provincial government has recently fixed the rates of tuition fee for different stages of schools and college education, some institutions have chosen to violate the directive and to create hard-ships for the poor students as well as the poor parents. The government should take strong action against such institutions.

AGRICULTURAL EDUCATION

3. HAQ, Asrarul. Agricultural University, Layallpur--- Hurriyat (Karachi) November, 2 1971 (U).

After compiling a basic vocabulary of twelve hundred Urdu words, the West Pakistan Agricultural University, Layallpur, has prepared elementary books on grammar and other subjects to promote adult education and to train illiterate peasants, both men and women. The number of such books has now reached ninety. The Agricultural University has also started educating Farm Guides and Farm Home Guides through correspondence. They are being taught in Urdu. The University is also publishing "Agricultural Digest" in Urdu to keep the students and the people informed of new scientific researches. The University is making concerted efforts to make agricultural education popular among the students and among those who are interested in it. This has resulted in better production of commodities that are cultivated. The use of scientific method, coupled with scientific agricultural teaching, has brought about a revolution in our rural areas.

CHILDHOOD EDUCATION

4. FAROOQI, Ibadullah. Ta'aleem Aur Bachchey Ki Nashonuma-Dewey Kay Nuqtai Nazar Say (Education and Child Growth - From Dewey's Point of View) --- Sanuvi Ta'aleem (Lahore) 5(3): 19-27. December 1971 (U).

According to Dewey, child is the center around which the education system revolves. The natural tendencies, instincts, inclinations, and needs of the child are very important. In fact the healthy growth of a child is more important than the subject matter of studies and curriculum. With us on the other hand, the personality of the child is not very important. We habitually think that education consist only in making the child learn some facts and figures. Dewey rejects this concept of education. For him different subjects are only means of developing the faculties of the child. The teacher is not only an educater, but also a social servant. He should not force his own personality on the child. His duty is to influence the child in such a way that all latent faculties of the child are

awakened. The natural talents of the child should have a positive opportunity to grow and flower.

For Dewey education is another name of acquiring experience. The school is a laboratory where the child learns different experiences. The school, in itself, is a small society which represents the world at large.

COMPARATIVE EDUCATION

5. ANWER, Saeed. Aik Ta'aleemi Jaiza (An Education Survey) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 26-29. August 1971 (U).

This is a brief survey of the education scene in the U.S.A. from 1880 onward. The two most important elements in education, namely students and contents of education, have been the bone of contention throughout the history of education in America, with the emphasis shifting regularly every twenty years from one side to the other. For the first 20 years since 1880, students received greater importance, and in the next 20 years it was the content of education which has all the attention.

A discussion of important trends in the different periods is followed by the conclusion that the two elements in education are equally important and inseparable, and that the success of any system of education lies in the two elements receiving their due importance.

CURRICULUM

6. ALI, Asghar. Maghrabi Pakistan Mein Tajdeed-e-Jisaab Ki Tehreek (The Movement for Reconstruction of Curriculum in West Pakistan) --- Ta'aleem-o-Tadrees (Lahore) 5(1): 10-22. October 1971 (U).

The sputnik established Russian supremacy in the field of science and technology. Americans for the first time were forced to accept Russia's superiority in the field of science. They attributed this superiority to Russian system of education and demanded a change in the American education

system. The resultant change in curriculum there enabled the Americans to send up their men onto the moon before the Russians could do it.

The change in the American curriculum was followed in Pakistan by a demand for a similar change in the curriculum. Realizing the importance of the demand the government set up committees for suggesting suitable changes in the curricula of mathematics, physics, and chemistry. New curricula were evolved in the light of changes taking place in developed countries and in view of the peculiar circumstances of Pakistan. The new scheme of education came into force in 1967, new textbooks were written for changed needs, and teachers were trained in the new purpose and means of teaching.

The advantages and disadvantages of the change in the curricula are discussed.

7. ARIF, Abdul Ghafoor. Nazriyae Pakistan Ki Tadveen-o-Tarveej (The Spread of Pakistan Ideology) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 97-100. August 1971 (U).

Pakistan was established to achieve certain aims and objectives. Pakistan at last came into being, but the objectives for which it was created are still a dream. The present chaos in the country is the result of our failure to infuse the ideology of Pakistan in the new generation. In spite of the fact that the Education Commission of 1959 and the New Education Policy of 1969 vehemently emphasized the importance of the ideology of Pakistan and strongly recommended its inclusion in the educational curricula, no practical steps were taken in this direction.

The need of the day is that to remodify our educational set-up as to bring it in line with the aspirations and needs of the nation. The ideology of Pakistan should be the pivot around which the entire education system should revolve. There are suggestions how the ideology of Pakistan can be incorporated in our educational system.

8. ISLAM, Badrul. On Our Curriculum Reforms --- Morning News (Dacca) October 2, 1971.

The writer lists a number of suggestions for a rational and scientific development of curriculum in the country: 1) It should be manned by scholars well versed in the discipline and in the curriculum field. 2) The new curriculum should be national in scope and supported by both the central and the provincial governments. 3) The first step in the reforms is to decide what is to be taught. 4) There should be planned effort to bring the curriculum up to date. 5) There should be radical approach to the content as well as the technique of teaching and learning. 6) The changed curriculum should not stop at production of material, but it should be tried and tested in classroom use. 7) Materials should be designed to foster induction, that is, "work-through-the-problem-yourself" approach to instruction. 8) The teachers must also realized their new and different role beginning with the new program materials and methods. 9) Evaluation system should also be thoroughly reorganized.

9. Maujooda Nisab-e-Ta'aleen (The Present Syllabus) --- Imroze (Lahore) October 21, 1971 (U).

Our present system of education has completely failed to fulfil the wishes and aspirations of the people and has produced only an army of clerks for our offices. The syllabus of our educational institutions lacks the basis of any purposeful researches. As against this, we see that when a new subject is introduced in a developed country, it is backed by painstaking research which expands with the growing data and their results as time goes on. Experts in the subject busy themselves with the assessment and evaluation and suggest modifications and improvements in continuous succession. In the case of educational research the emphasis is laid on fulfilment of the needs of children of different ages. It is, therefore, incumbent on the educationists to keep in view both the children and their needs. Unfortunately we have not so far given thought to this very important point. We have been neglecting the children and their needs and concentrating only on adult education. Another inherent defect in the present system is that it does not train our students to solve their own problems.

10. RASHID, M.A. Ta'aleemi Nisab Kay Chand Pahlu (Some Aspects of Syllabus) --- Jang (Karachi) November 9, 1971 (U).

Some people think that the secret of a country's progress lies in industrial development, but the fact is that prosperity and greatness of a country lie in education. The unfortunate feature of our country is that no one has given through to this truth. Our system of education is defective and our students, both male and female, derive no benefit from education. It is in the best interest of our children that books for elementary stage should be edited only by experienced teachers of primary schools and books for secondary schools should be edited by expert secondary school teachers. These teachers are in direct daily contact with their pupils. The second important thing is that children should be taught fewer subjects in elementary classes. Mother tongue, Islamiat and Arithmetic should be taught in class I and class II. Only one subject should be added in class III. It should not be forgotten that primary schools help to make the educational base strong. We should concentrate our attention on fewer subjects.

11. SALAM, Abdus. Books and Syllabi in our Schools --- Pakistan Observer (Dacca) November 27, 1971.

It is not heartening to see that a great majority of the members of the two Curriculum Committees were government officers serving in various capacities in educational institutions and agencies. Very few non-official members were included in the Committees. In the selection of members the considerations were the same as those for the selection of the members of the Commission on National Education. In trying to assess the present school textbooks and syllabi, one must take into consideration all the factors which have shaped the curricula policy and the development of the syllabi at various stages. The manner and process of the development of our present curricula and syllabi seem to be more a command performance than a task done through free discussion of the ends and means of education in a poor and backward country like ours.

12. ZAFAR, M. Iqbal. Pakistan Studies --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 71-73. August 1971.

Pakistan Studies is a course which will replace the existing Social Studies course of higher classes in 1972. This new course will be taught throughout Pakistan as a compulsory subject of high school program. The course is divided into three parts: 1) land and people of Pakistan 2) historical background of Pakistan; and 3) major development currents.

This course is being criticized on a number of grounds which are mentioned in the article. In view of the current crisis in Pakistan, the course of Pakistan Studies should be so designed as to attain the objective of one strong Pakistan. The suggested course of Pakistan Studies should cover the topics: 1) Muslims in India; 2) Struggle for the restoration of Muslim rule in India; 3) leaders of Pakistan movement; 4) two-nation theory; 5) struggle for Pakistan 1940-47; 6) Indo-British measures to cripple Pakistan in her infancy; 7) Pakistan as a State; 8) benefits of Pakistan to Muslims in Pakistan and other countries; 9) Indian policy toward Pakistan; 10) enemies of Pakistan; 11) friends of Pakistan; 12) national goals of Pakistan; and 13) problems of Pakistan.

DEVELOPMENT OF EDUCATION

13. HASHMI, Z.A. Educational Development in Pakistan --- Pakistan Educational Review (Islamabad) Issue No. 8: 6-9. October 1971.

At the time of independence we were a greatly imporverished people, not only economically but also culturally and educationally. Only a mere 26 per cent of our children were in primary schools. We had only two universities. We have come a long way since. We have established nearly forty thousand new schools, hundreds of new colleges, a dozen new universities, and a large number of specialized educational institutions. Primary school enrolment has doubled; secondary stage enrolment has risen by six times; and higher education enrolment has risen by sixteen times as compare to mid-forties.

However, the progress of education is not fully satisfactory in view of the fast rate of population growth. Moreover, the present system of education does not completely fulfil national aspirations as is admitted by educationists. Government expenditure on education is meager, in spite of the fact that serious efforts are being made to spread education as fast as possible in the country.

14. BALUCH, Siddiq. Baluchistan Kay Ta'aleemi Masail (The Educational Problems of Baluchistan) --- Hurriyat (Karachi) December 21, 1971 (U).

When I went out on a tour of this province, I was startled by the scarsity of schools in Makran, Kalat, Faran, Lasbella, Chaghai and Kachhi. At present there are only four or five schools in these districts, and of these only three schools have science teachers. Other schools have never had any science teachers so far. Thus, there is no provision for the teaching of science in these schools. Then the Department of Education has, on inquiry, expressed its inability to provide any science teacher for these schools. Most of the schools are in a dilapidated condition. The equipment necessary for teaching technical subjects is not available. There are no libraries in these schools. Some of them have an assorted collection of general books but no literature on technical subjects. I have also seen the cases of only one teacher teaching all the classes.

EDUCATION GOALS

15. AHMED, Zulfiqar. Reconstruction of Educational Policy and Systems-Significant Trends --- Pakistan Educational Review (Islamabad) Issue No. 8: 100-111. October 1971

The purpose of this study is to present a brief review of a few ideas and innovations that have found their way into the traditionally conservative sanctuaries of educational thought and practice. The innovations that seem to have evoked the greatestinterest and controversy include: a) the concept of education as investment in human capital development; b) democratization of education;

c) the application of technology to education; and
d) the emergence of substitutive educational system.

The discussion of the new trends in educational thought and practice shows how far they have influenced the development of education. Several changes are suggested in the educational setup of Pakistan. The conclusion is that there is still plenty of knowledge that has not been applied to education, and there is tremendous scope for research and development in education that could assist the developing and the developed countries in helping the billions of human beings realize their full potential for their personal and collective good.

16. AIJAZ, Saiyid M. Education for National Reconstruction --- Jamia Educational Quarterly (Karachi) XII(4): 1-11. October 1971.

The calamity that befell Pakistan in 1971 should arouse us from our state of complacence and inactivity. Ideological fronts cannot be guarded only by army or by friends abroad. What we need is the establishment of healthy socio-politico-economic institutions to ensure participation of all sections of our people. We have made the serious mistake of assuming that associations and ties bequeathed by history shall continue to exist for ever, and so made no serious effort to strengthen the ties that bind us as a nation.

This task can be accomplished through purposeful education, which should aim at cementing the bonds of unity by educating the people in democratic life. It is only through such education that people can learn how to participate in, evolve, and run national democratic institutions. The article discusses how educational pattern should be remodelled, and what should be the purpose and method of new education for national reconstruction.

17. AKHTAR, Raja Mahmood. Pakistan Mein Ta'aleem Kay Maqasid Ka Sarsari Jaiza (A Cursory Glance on the Objectives of Education in Pakistan) --- Ta'aleem-o-Tadrees (Lahore) 5(1): 27-40 . October 1971 (U).

The purpose of education is still unfulfilled in Pakistan. We are implicitly following the system we inherited at the

time of independence. Of course, we have made a few changes here and there on the pattern of the American system. But these changes have only served to make a mess of the whole thing. We have failed in every thing.If we propose to live respectably in the comity of nationa, we will have to change the entire educational setup.

The objectivies of new education are discussed briefly. These objectives cover the entire area of our national life, moral upbringing of individuals, scientific thinking, and national philosophy. It is also shown how the objectives of new education can be achieved.

18. ALI, Syed Inkesar. Hamara Nizam-e-Ta'aleem (Our System of Education) --- Jang (Karachi) December 24, 1971 (U).

The education that is being imparted to the student in our educational institutions is not conducive to the ideology and Islamic traditions of Pakistan. Our present system of education does not help to make Pakistan an Islamic State where sovereignty vests in God. A little ideological material is, of course, included in the syllabus of elementary classes. But it is too sparse and sketchy to be effective. What is needed now is to reorientate the whole system which has become outdated and which has failed to meet our requirements. We have to lay more emphasis on the ideology of Pakistan which helped create this country. Our new generation knows very little about the struggle for Pakistan waged by our great leaders. Since they do not know any thing about their leaders, they are not conscious of the responsibilities that rest on their own shoulders. It is, therefore, the duty of the authorities concerned to see that the ideology of Pakistan is taught to the students at all levels.

19. BRELVI, Syed Mustafa Ali. Mashriqi Pakistan Ka Alamia Aur Naqis Nizam-e-Ta'aleem (The Tragedy of East Pakistan and the Defective System of Education) Hurriyat (Karachi) November 19, 1971 (U).

It has now come to be commonly realized that the East Pakistan tragedy was the result of the defective system of education prevailing in our country. The Hindus succeeded not only in abolishing the Arabic script of

Bengali language through a deep conspiracy, but also in replacing Arabic and Persian words by Sanskrit words. The syllabus that was prepared for our younger generation was not in harmony with the Islamic ideology. It was more Hindu biased than Islamic. We should no try to bring about a revolutionary change with the help of Madrassah education. Special attention should be given to the question of script. As long as Sanskrit script is allowed to continue our younger generation will continue to be influenced by Calcutta despite the fact that East Pakistan and West Bengal are separate politically.

20. CHOWDHURY, Ghazanfar Ali. Education for Living and Life --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 63-64, August 1971.

Education for living is not enough. Education for life is necessary. When it is said that education for living is not enough, it means that merely vocational and technical education is not sufficient for full life. This type of education is of course, indispensable for materially successful life. But to guide and channelize the knowledge gained through the study of science and technology a sort of motivating force is necessary. This force comes from the spiritual and cultural heritage of a nation. In other words, vocational and technical education is not enough. Spiritual and cultural aspects of education are also necessary for a man to realize his full self.

We should know the object of education, the purpose of our creation, the aim of our life and the Supreme Being who created us and sent all the prophets for our guidance.

21. HAMID, Raja Abdul. Ta'aleem Aur Seerat-o-Kirdaar (Education and Character Building) --- Ta'aleem-o-Tadrees (Lahore) 5(1): 23-26. October 1971 (U).

Knowledge is for the benefit of humanity. If it is used for the purpose of destruction, it becomes doubly dangerous. Ignorance is far better than the knowledge that leads to destruction. If a man of learning has no moral and spiritual values, his learning will only be a source of danger. However, the fault does not lie with the knowledge itself; it is the lack of training in good morals and noble character that causes the trouble. It is, therefore, necessary that the education system should instil moral and spiritual values along with knowledge.

We have made few changes in the system of education we inherited from the British. Their system turned round materialism. The system of education which does not build character and create national consciousness is of little use. We have to bring about revolutionary changes in our educational setup laying emphasis on the character building aspect of education.

22. HUSSAIN, Mohammed. Hamari Ta'aleem Kaisi Ho (How Should be our Education) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 101-106. August 1971 (U).

The alarmingly growing rate of unemployment among the educated people has made it necessary for us to pay serious attention to the type of education that should be provided to the people. The present system of education will only add to the mass of unemployed young men. We blamed the British for the faulty education system, they gave us, but we did nothing to change or reform it. We have been content with making sporadic recommendations for a new system on occasions. The new Education Policy is also an attempt to reform the system of education, but its success depends on the actual working of the scheme.

With all earnestness we have to think about our problems and their solution. The most pressing problem is economic. Our education system should guarantee the economic betterment of educated people. There is a discussion in some detail as to how education can be made materially useful and how wastage can be checked in education.

23. USMAN, Mohammed. Naey Ta'aleemi Taqazey (New Demands of Education) --- Sanuvi Ta'aleem (Lahore) 5(3): 8-18. December 1971 (U).

The present system of education does not fulfil national aspirations. Today we are faced with the problem of identity. We do not know where we are going. Our national ideals are vague and undefined. Hence the present chaos in national life. Unless the national objectives are defined, we cannot reform our system of education. First we have to see what we want to get out of our life and how to shape our destiny. The answers to these questions will help us in formulating a system of education that will fulfil our aims and objectives of a better national life.

The fundamentals of our national objectives are Islam, democracy, and social and economic justice. We also have to make our country a modern one and this cannot be done without the development of science and technology in the country. In the past, various commissions repeatedly recommended change in the education system to bring it in line with our national objectives. Even now we have to make fresh appraisal of the situation, as we are facing new and challenging problems. We want a new system of education that will guarantee the fulfilment of national aspirations.

A set of proposals is presented for achieving national objectives through education.

24. WAZIR, Habih H. Mind and Heart Compaign --- Morning News (Karachi) October 27, 1971.

One of the basic reasons why our new generation is ignorant of our cultural heritage is our growing indifference to our religion. Unless our children are trained on the lines suggested in the Holy Quran, laying stress on humanitarian aspects and the life of our Holy Prophet, we will not achieve the objective, which has been eluding us for the last twenty-four years. This is not so because we do not know the problems and their solutions, but because we do not want their solutions and allow interested people to besmirch our ideology. If we properly present to our children the ideology that made the impossible possible in the past, we can hope for a bright future for our young generation. In order to make them interested in our cultural heritage, we have to introduce the subject at the school stage. But our educationists have not yet given proper thought to this important question. If the foundation is not strong, the whole edifice of future will collapse. It is, therefore, necessary both for our educationists and historians to enlighten our children about the ideological background of Pakistan for which we had to offer many sacrifices.

EDUCATION PLANNING

25. ALAM, A.F.M.Nurul. Brain Drain from the R.C.D. Countries - the Case of Pakistan -- Pakistan Educational Review (Islamabad). Issue No.5 : 19-29. January 1971.

International migration of talent as a phenomenon was felt

for the first time after the Second World War. It is this out-flow of talent from one country to another that is commonly called "brain drain". In the developing countries like Iran, Turkey, and Pakistan the problem of brain drain has two aspects, internal and external. The economic disparities in salaries and incentives available at home and abroad are the primary cause of brain drain. The other factors include lack of adequate professional opportunities, outdated customs that restrict initiative, lack of opportunities to organize and conduct research activities and lack of respect and professional dignity and political stability.

We have been aware of this problem in Pakistan for the last few years and have been trying to find out its solution. A brief survey is presented in the article showing the magnitude of the problem and a number of remedial measures are suggested on the basis of evidence and opinions contained in the report of official missions and the recommendations of the National Commission on Man Power and Education.

26. DURRANI, Tehseen Bano. Ta'aleem Aur Mansuba Bandi (Education and Planning) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 49-55. August 1971 (U).

It is sad that a vast majority of our people are still illiterate. There are big buildings, great mosques, factories and what not, but few schools in our cities to educate hundreds of our children who are loitering about in streets. The rate of literacy is deplorably low. It is true that our education system has lost its utility. The educational set-up needs basic changes. First we have to determine the ultimate objectives of our education, and then we have to find out ways and means of achieving these objectives through education. We cannot blindly follow the West in the matter of education. In the past we did so with the result that our education is still chaotic. Our educational objectives should be based on our national requirements of manpower, and through education we should bring about social change in the country.

There are suggestions for the promotion of education in the country. The emphasis is on reducing the cost of education so that it could be within reach of everyone.

27. SIDDIQI, Rashid. Ta'aleem Aur Bekari (Education and Unemployment) --- Mashriq (Lahore) October 10, 1971 (U).

There are more than four thousand B. Ed. and M. Ed. degree holders, both male and female, who are unemployed in the Punjab. This number goes on multiplying every year. There are four training colleges in the Punjab, two in Lahore and one each in Lyallpur and Multan. One of the colleges in Lahore is exclusively meant for women. This year, the total number of seats in each of the four colleges was as follows: 380 in the Central Training College in Lahore; 317 in Lyallpur; 315 in Multan; and 125 in Lady Macklegan Training College in Lahore. The total number of examinees in the four colleges this year was 1100. Last year the number was 1200. More than 9,000 men and women have so far obtained B.Ed. and M.Ed. degrees, out of whom about five thousand are still unemployed. These figures show that the Education Department has no such thing before it as a site plan for training the teachers. The result is that the number of enemployed trained teachers is growing every year. Something should be done by the government for this swelling mass of frustrated educated men and women.

EDUCATION REFORMS

28. AHMAD, Salahuddin. Shikkha Niti (Educational Policy) --- Azad (Dacca) October 10, 1971 (B).

The proposal for providing maximum autonomy to educational institutions at all levels is a step in the right direction. But the implementation of the proposal will require elaborate planning and determined efforts by policy-makers. One of the proposals is to make the supervisors of the proposed District School Authority conduct the national aptitude test of all children graduating from class VIII. The obvious purpose is to divert the children into different streams of vacational training according to their aptitude. Moreover, the introduction of 'education' as a subject at the intermediate and degree levels will not only solve the problem of shortage of qualified teachers but also inject some practical bias to the programs at college level. This will also cut down the huge expenditure involved in providing training to thousands of teachers required for the ever-increasing

number of school-going children. We have to be very realistic in our approach while introducing or implementing any plan. The failure in the past at all levels was due to the fact that implementation lacked imagination and planning.

EDUCATION RESEARCH

29. RIZVI, S.A.H. Educational Research-Basic Orientation --- Pakistan Educational Review (Islamabad) Issue No. 8: 14-25. October 1971.

In the field of education we are faced with the problems of the rapid growth of population of school-age children, lack of school buildings and equipment, shortage of trained and qualified teachers, obsolete curriculum, out-of-date textbooks, ineffective teaching techniques, inflexible administrative setup, and limited resources. These and other such problems cannot be dealt with effectively without the aid of research.

Educational research may be defined as a specialized study of a significant problem in education with a view to drawing conclusions based on facts. The fundamental steps include problem, hypothesis, data, verification and conclusion, and report.

The topics discussed are: 1) types of educational research; 2) place of library in research; 3) techniques of research; 4) role of statistics in research; 5) report of research; 6) the agendum of research; 7) portrait of a research worker; 8) impetus to educational research; 9) barriers to educational research; and 10) conditions conducive to research. A general view of educational research is presented.

ELEMENTARY AND SECONDARY EDUCATION

30. Primary Schools. Dawn (Karachi) November 19, 1971.

The Sind Education Department has approved a scheme costing about four and a half million rupees for the expansion and improvement of primary schools during the current year. Rightly the emphasis is to be on rural areas. Of the 192 new

school buildings proposed to be constructed, Karachi and Hyderabad will get only 20 and 35 respectively, while the largest number of additions is kept for the retarded Tharparker area. As more money is allocated for this purpose and new school buildings constructed in the process of a systematic expansion, the important thing is to ensure that these institutions are staffed by teachers having both aptitude and ability to offer instruction of the kind that lays the appropriate groundwork for further education. Among the many shortages bedevilling the progress of education at all levels, the most persistent had been the paucity of textbooks and reading material and woefully illpaid teachers who have to struggle against heavy odds to spread the light of learning among the children. Side by side with the numerical increase in school enrolment, more should be done urgently to place textbooks and reading material within the reach of increasing numbers who need them.

EXAMINATIONS

31. ALI, Riyasat. Examinations and Cheating --- Morning News (Dacca) October 5, 1971.

The tendency to use unfair means in the examination halls is growing with the result that the standard of education is falling in the country. Cheating has become a rule rather than exception. Open cheating and resort to force when hindered, are not stray incidents any more. In the present situation the whole examination system has become a farce. The worst suffers are those who toil through the year and study sincerely. This situation calls for drastic measures. The examination system has to be changed to stop these malpractices. This is a serious question and needs our immediate attention.

32. HAQUE, A. Malpractices in Public Examinations --- Pakistan Educational Review (Islamabad) Issue No. 5: 46-53 . January 1971.

A sudden increase has been reported in the incidence of malpractices by students in examination halls. This situation requires a thorough probe into the causes that have led a

large number of examinees to cheat the examiners.

Adoption of unfair means in examinations may be attributed to three fundamental causes, namely 1) defective educational system 2) defective system of examination, and 3) poor economic conditions of the people. The remedial measures are: 1) provision of counselling and guidance to students, 2) strict control on their admission, 3) greater vigilance in granting affiliations to colleges, 4) restrictions on private tuition, by teachers, 5) development of the qualities of leadership among heads of institutions, 6) expansion of teacher training program, 7) strengthening of administrative machinery of educational institutions, 8) awarding of certificates on internal assessment by schools and colleges, 9) examination through short-essay type questions, and 10) ruthless curb on outside interference.

33. HAQUE, Obaidul. Our Examination System and its Reforms --- Pakistan Observer (Dacca) October 27, 1971.

Many suggestions have been made to improve the present system of education. All are agreed that the nature and type of questions should be such as would minimize the element of subjectivity, discourage cramming, and lead to a rational understanding of the subject. It is possible to make much improvement on essaytype questions. But in examinations where one has to deal with thousands of students, and where the results are to be published within a short time, objective-type questions seem to be the only way possible. A great advantage of the objective-type questions is that an examinee's higher thought processes can be better tested if the test is carefully conducted and the examinee is denied the chance of concealing his ignorance by bluffing. Moreover, the examinee can be tested in the course comparatively widely and quickly with the help of objective type questions. The marking of scripts is easy and free from subjectiveness of the examiners. The preparation of the results of thousands of students can be accomplished in a few days. Although objective-type tests have many advantages, essay-type tests cannot be abolished altogether from our examination system. Essay-type test should be retained to a limited extent alongwith the objective type test. To evolve an effective examination system, it is necessary to upgrade the academic

standards of the teachers at all levels. Higher rates of drop-out and failure in examinations are generally ascribed to low standard of education at the school level. Well-trained and devoted teachers with a sense of duty are required in large numbers to man our educational institutions.

34. HASHMI, Ashraf Hussain. Use of Objective Tests in High School Examin tions in Karachi --- Jamia Educational Quarterly (Karachi) XII (4): 12-18 . October 1971.

When the success or failure of an individual's plan for his future career depends upon examinations, the accuracy of the examination measuring capacity should be the highest possible. This desire for the highest possible degree of accuracy has been responsible for constant effort at improving the measurement system. The dissatisfaction with the prevalent examination system has been felt for quite a long time. Experts have been discussing ways and means of improving the system. The system of examination has been the target of criticism not only from educationists but also from the students and guardians.

The system of examination can be improved by the introduction of objective tests, which could be either starndarized or informal. The informal objective tests have already been introduced in High School examination in Karachi. The new experiment is discussed and it is pointed out that this step is a landmark in the history of educational testing in this subcontinent.

35. JAVED, Mohammad Sadiq. Talaba Aur Sanvi Ta'aleemi Board (Students and the Secondary Education Board) --- Mashriq (Lahore) October 19,1971 (U).

According to a survey, one of the main causes of the increasing number of failures is the outmoded system of examination now prevailing in the country. This system does not provide any dependable test of a student's intelligence. Guess papers have come to be accepted as the key to success in all school and college examinations. Thankes to the stereotype questions, repeated year after year in examination papers, the students content themselves with preparing answers to the model questions to the complete

neglect of textbooks. The Secondary Board is to be blamed for all this mess. It should have taken drastic steps against the publication and circulation of these guess papers. It has also been noticed that the students who memorize the answers from these guess papers obtain higher marks in examinations than those who do not. This provides a positive encouragement to the students to take this short cut to success. The result is that reliance on guess papers has made it superfluous for the students to use their own brain and intelligence.

36. SHAH, M.A. Tulaba Aur Imtehanaat (Students and Examination) --- Ta'aleem-o-Tadrees (Lahore) 5(1): 41-49. October 1971 (U).

Examinations are as old as education. Examinations are the only way of judging the ability of students. Education is incomplete without examination. Questions help in teaching. The main fault in college teaching is the system of lectures where the scope of questions and answers is limited. Suitable questions greatly facilitate the process of teaching and learning. So, the formation of tutorial groups is important.

It is strange but true that students dislike examinations. They are shy of them. One of the reasons for this shyness is psychological and another the absurdity of the mode of examination. Even good students are not sure of the success of their efforts. The present system of examination is obviously faulty, provides no criterion of the ability of students. The random essay-type questions turn examination into a guessing game.

There are suggestions for improving the present examination system.

37. SIDDIQUI, Ahmad. Porikkha Paddhoti (The System of Examination) --- Azad (Dacca) October 20, 1971 (B).

The present system of examination at the higher level is far from satisfactory. The essay-type questions with provision of so many alternatives is perhaps the central weakness of the present system of examination. It encourages many malpractices including cramming of selected topics by the

students and leads to lack of uniformity in the marking of the scripts. On the other hand, quiz-type questions test only superficial knowledge. These by themselves cannot test the power of expression and the ability for systematic writing of critical nature. It is, therefore, suggested that each question paper should be divided into three parts for both annual and terminal examinations: the first part with about 30% of total marks should consist of multiple-choice questions; the second part with about 40% marks should consist of questions requiring short, critical answers; and the third part with the remaining 30% marks should consist of essay-type questions. In order to minimize malpractices in examinations, examinees in the same subjects should not be seated adjacently in the examination hall as is the usual practice today.

38. YUSUFANI, Mohammad Ali. Fair Examination --- Morning News (Karachi) December 3, 1971.

Whenever there is any trouble in educational institutions the public begins to blame the students. To a great extent of course, the students are to blame, but that is only one side of the picture. There are cases where the entire blame rests upon the teachers? In the University of Sind the authorities have noticed an appreciable fall in teaching standards; teaching is of poor quality, motivation is absent, copying in examinations is rife, and still worse, the assessment in examinations is not fair. These are the points which have to be taken into account in order to remove the discripancies in the present system of education. There is no denying the fact that teaching standard has gone down for the lack of interest by the teachers in their work. They complain that they are ill-paid and cannot devote much time to their profession. They are otherwise busy in private tuition to supplement their income. This complaint of teachers is justified. Unless there is an improvement in their financial conditions and social status, they cannot be expected to give their best to the young generation.

HEALTH EDUCATION

39. School Health Service---Dawn (Karachi) October 4, 1971.

The health-cun nutrition service of the student community

that has been recently launched for the student community in Karachi and Dacca can be very useful to the new generation provided, it is efficiently administered. The project aims at determining the health and nutritional standards of the students with special reference to the incidence of disease, dietry habits, bodily weight, height, etc. A society that is changing rapidly and struggling to achieve a higher standards of living has to ensure that the requirements of children and the youth are fully met and that they grow up in an environment that provides maximum scope for the development of their personalities and latent qualities. Special attention should be paid to the question of their education and health, the twin pillars of individual as well as national progress. While progress in the educational field has been quite heartening in recent years, very little has been done for satisfying the health and welfare needs of the country's youth. In all such pressing and nationally important undertakings, the cooperation and assistance of international agencies like UNICEF and UNESCO should be sought and the philanthropic individuals and organizations in the country should be motivated to play their part in providing moral and material support for the success of these schemes.

HIGHER EDUCATION

40. ALI, Anita Ghulam. College Help --- Morning News (Karachi) November 19, 1971.

The writer does not agree with the contention that the standards of education in non-government colleges have deteriorated because of bad planning, wrong emphasis on quality both by the government and private entrepreneurs, haphazard selection of syllabii to suit the official whims, the determined exclusion of the educationist and the working teacher from matters educational, and the failure of the government to give education the top priority it deserves. The government has not played its part, even in the terms of finance, and the resultant circumstances have forced it to bow to the vagaries of the "private sector". It is an accepted fact that only the aid-controlling agencies can exert any authority. Deterioration in educational standards during the last decade increased because the University and the Boards could well 'disaffiliate' and the purse strings were being moved by the Director of

Education. One point is notworthy. The College Ordinance was a demand of the College Teachers, so that they could have some amount of protection under the law. But the present document is far below their expectations. It was promulgated grudgingly, on the point of ultimatum. The lacunae in the Ordinance are certainly giving cover to the interests of the Managements to the neglect of the interests of Teachers. Nationalization is a long-standing demand of the teachers.

41. ALI, Anita Ghulam. Sind Colleges Ordinance --- Morning News (Karachi) December 3, 1971.

The Service Rules of the Teachers under the Ordinance have failed to meet two major and long-standing demands of the teachers of private institutions, namely pay-scales comparable to those of Government College and University Teachers of equivalent status and qualifications and security of service. On the one hand the Government has prescribed the minimum salary Rs. 100 less than that fixed for Government College and University teachers and on the other hand it has given the Governing Bodies the power to fix their individual levy of fees. The teachers' fears of arbitrary termination have not been allayed. There is a clause which provides for "exemption from the operation of all or any of the provisions" of the Ordinance on the recommendation of a Tribunal. In the opinion of the teachers this clause should be deleted, since it will encourage corruption. Lastly, the Ordinance is not off the ground, and it shall remain anchored to create confusion till the mechanics of its take off are fully provided.

42. Campus Freedom --- Pakistan Times (Lahore) December 31, 1971.

In his first broadcast to the nation, President Bhutto made a special reference to the country's students who,he said, had played a leading role in the people's struggle against dictatorship. The campus atmosphere of the past decade or so has been so suffocating that it has smothered the initiative and ability of our youth and turned teachers into

automatons forced to waste their time in 'protecting' the ideological frontiers mapped out by bureaucrats or a coterie of self-styled educationists. Education has been reduced to clitches and teaching made a matter of compiling confidential reports on student activists and liberal professors. It is suggested that in order to make education run on healthy and smooth lines, University Ordinances should be scrapped, University Syndicates should be made effectively representative of both student and teacher bodies, and Vice-Chancellors should be appointed on the recommendations of the syndicate and the senate. Where student government is concerned there should be no official interference. Once curricular, administrative and structural reorganization has been completed, teachers and students must be left to themselves. There must be complete campus freedom, scholarship should be respected and the students' craving for knowledge and their desire to serve the nation should be satisfied.

43. Islamabad University --- Pakistan Times (Lahore) October 9, 1971.

The Islamabad University, whose new campus was inaugurated by the President, is the only institution of its kind in the country. Being developed at a cost of about five crore rupees in the idyllic setting of Margalla hills, it should be an educational show piece. The idea is to make it a center of advanced study and research, meant to produce 'high-level manpower' for the various sectors of national economy - Ph.D's and M.Phils in mathematics, theoretical physics, molecular biology, and so on. Economics, cultural history, international relations and even modern languages are also included in its syllabi. The institution thus fills a great void. Young and bright people keen on higher training, especially in scientific disciplines, had to go abroad in quest of knowledge and once gone, many found it difficult to return because they could not find jobs at home suited to their specialized foreign training. The Islamabad University is really the first big step in meeting both these problems. It offers a complex of post-graduate research and education facilities to students of merits, even, from aborad.

44. The Function of a University --- Dawn (Karachi) October 10, 1971.

In the general zeal for the spread of scientific and technological education in the country it is often forgotten that the purpose of education is not simply to increase the productive potential of the community but also to create a social conscience by developing moral and spiritual sensibilities. As centers of higher learning and research it is the function of the universities not only to produce men and women for the complex needs of the economy but also to nurture in them high qualities of leadership, sound reasoning, and broad outlook. For this purpose a complete re-orientation in the present scope and method of teaching is needed. Mere invocation of high-minded ideals of service is not enough to make the teachers give their best to the younger generations they teach. They should be given favourable terms and conditions of work. The essential requirement is to remove the shortage of able teachers at the post-graduate levels.

45. YASMIN, S.M. Campus Unrest - Its Causes and Cure --- In. Reflections, 110-129. Lahore, Nazarsons October 1971.

The 60's will go down in history as the decade of student unrest. This decade witnessed a sudden appearance of anti-establishment student organizations all over the world. The students took over the campuses quite deliberately as shock weapons of protest against the establishment. The administrative response to student protests differed from campus to campus.

Between the extreme partisans - those who hail the phenomenon as liberation and those who condemn it as decadence - there is room for controversy over the exact meaning and purpose of this upsurge in modern life. The various facets of student revolt, its causes, its influence, and its results are discussed in detail, and the conclusion is drawn that this clash was inevitable, because it was the product of historic forces, and that this subversion of students is purely moral because it is part of the age in which they had the misfortune to be born.

HISTORY OF EDUCATION

46. FAROOQI, Ibadullah. Masajid Ki Ta'aleemi Haisiyat (Education in Mosques) - - - Ta'aleem-o-Tadrees (Lahore) 5(1): 1-9. October 1971 (U).

From the very beginning the mosque has been the cardinal institution in Islam. It was a place for prayer as well as the forum for the Muslims in the early days. With the spread of Islam, mosques became the center of their religious, political, and educational life. All the important activities affecting their day-to-day life were centered in mosques. From the beginning the moseques also became the seat of learning and the Prophet himself gave lessons in these shrines.

Education started in mosques with the learning of the Holy Quarn and the traditions of the Holy Prophet. With the passage of time other important subjects came within the perview of this learning. The mosques always played an important role in the educational life of the Muslims. Even the establishment of madrassas did not change this position. When the British took over the government of the country, the mosque education suffered a set back. After independence it was hoped that mosques will regain their lost status. But this did not happen. It is still true that even today mosques can play an important role in eradicating illiteracy from the country.

LANGUAGES, TEACHING OF

47. WESTCOTT, K. English Language Teaching: Some Suggestions - - - Pakistan Educational Review (Islamabad) Issue No.8: 89-93. October 1971.

Considering the present deterioration in the English language standard of students, the problem of improving the English language teaching in schools becomes very serious. Improvement in teaching should be made at the earliest stages of English language courses. The plea for more specialized English language teachers is a valid one. However, at present there are many difficulties in the way. There is no guarantee that a teacher who has specialized in a subject would get employment in teaching that particular subject. One of the solutions is that there should be a cader of specialist teachers in English with specialist inspectors, and each

Teacher Training Center should have a separate English Department.

Steps should be taken for over-all improvement of English language teaching. Courses should be held at the Institutes of Education and Research. The aim of the courses should be to improve the teacher's class-room performance, his expression, and his ability to appreciate the specific problems of Urdu and Bengali learners of spoken English.

A number of suggestions have been put forward for the improvement of English language teaching in the country.

LIBRARIES

48. HAIDER, S. Shabab. Libraries --- Dawn (Karachi) October 13, 1971.

The importance of public libraries in society can hardly be overemphasized. The scarcity of these important institutions in Karachi is depressing. Even the few libraries that are run by public bodies lack efficient management. These bodies lack up-to-date collection of books; their staff is non-cooperative; and they have no systematic book catalogues. These are only a few examples of mismanagement. In Karachi, which is the largest city of Pakistan, no attention has been paid either by the government or by private bodies to educate the public by setting up modern libraries. Library is the only place for poor students to go to and make use of the reading materials. They are not in a position to purchase even cheap books. Karachi needs many libraries and both public and private bodies should establish modern libraries at convenient places in the city.

LITERACY

49. Literacy Drive - the Dilemma Persists --- Dawn (Karachi) November 4, 1971.

Updated UNESCO statistics show that after about two decades of the global literacy drive, the proportion of efforts and

money spent on this work in the areas most in need of improvement was very low. Despite the rise in the population, the number of illiterates rose marginally less than had been predicted. The number of illiterates stands at the staggering figure of 783 million instead of 810 million, even counting the reduction on the predicted rise since 1950. Africa and the Arab states are still left with an illiteracy rate of 73-7 per cent. Even on the most optimistic projection the number of illiterates in the next 30 years is not likely to be less than 650 million, so the problem may not be solved in this century. There are no possibilities of quick achievements - while national governments are induced to accord higher component of development planning, the problem of resources will have to be tackled more earnestly at an international level. But developing countries cannot wait until that begins to materialize.

MEDICAL EDUCATION

50. Medical Admissions --- Pakistan Times (Lahore) November 27, 1971.

The admission problem of third divisioners is well known. But even first divisioners have their problems, which are nowhere better illustrated than in the case of admission to the Punjab's three medical colleges. A total of 313 first divisioners have been refused admission, the majority from among those who appeared for their intermediate examination from the Lahore Board. The Sargodha Board produced the largest number of first divisioners, and as its marking system was lenient enough to ensure that most of them got very high marks, 65% got the admission. It is only natural that this should be so. Different standards of examination are inherent in the present situation where there are three different Intermediate Boards. But that is not the only reason for the admission mess. There is the acute shortage of medical colleges in the Punjab, which is the biggest province in West Pakistan and yet has just a little more than half the number of seats available in Sind. To make the whole system rational, pre-medical tests should be introduced to assess each candidate's capability in science and his aptitude for medicine. These tests should be conducted by the universities in cooperation with medical colleges, and all quotas and reservations should then be abolished.

PHILOSOPHY OF EDUCATION

51. KAMBOH, Waheed Ahmed, Sir Syed Ahmed Ki Ta'aleemi Khidmaat (Educational Services of Sir Syed Ahmed) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 110-113.August 1971 (U).

The freedom struggle of 1857 in India snatched every thing from the Muslims. The doors of government service were closed to them. As a protest, the Muslims refused to have anything to do with the English language and declared and considered it as blasphemy and its learning as blasphemous. This led them to further humiliations at the hands of the rulers. They remained ignorant of modern knowledge. At this moment Sir Syed and his small bunch of colleagues came forward and advised the Muslims of India to get English education to meet the challange of time.

Sir Syed was a great champion and advocate of modern education which was detested in those days by most of the Muslims. He knew that the survival of the Muslims depended on modern education. Sir Syed traveled abroad and closely watched the advanced education systems. He made great efforts to persuade the Muslims to take to modern education and for this purpose he founded M.A.O. College, better known as Ali Garh University. This new educational institution was formed with the purpose of producing young men educated on modern lines and wedded to Muslim culture and civilization.

52. KHAN, Shafique Ali. Ghazali's Philosophy of Knowledge and Learning --- Jamia Educational Quarterly (Karachi) XII (4): 25-41. October 1971.

This is an exposition of Ghazali's ideas, concepts, theories, and philosophies of education, knowledge, and learning as explained, clarified and outlined by him in his various literary works.

Imam Ghazali wrote as many as one hundred books. He was a teacher, philosopher, debator, speaker, reformer and a great mystic. His philosophy of knowledge and learning is a part of his general world view which he has judiciously and sagaciously projected into many of his books. To elucidate his philosophy of knowledge the writer has traced the political cultural, religious and educational background of the age of the Imam, of which he was a product.

53. SADIQ, Munawwer Ibne. Maqasid-e-Ta'aleem-o-Zariaie Ilm - Fikre Iqbal Ki Roshni Mein (Educational Aims and Means of Knowledge in the Light of Iqbal's Thought) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 86-96.August 1971 (U).

The discussion on Iqbal's educational philosophy is a vast subject. In the present article effort is made to present Iqbal's ideas so far as the aims of education and the means of acquiring knowledge are concerned. The discussion is supported by references to the works of Iqbal both in poetry and prose.

Iqbal has definite ideas about good and evil, and his educational philosophy is influenced by these ideas. In his scheme of things the main purpose of education is the propagation of every thing good among men. By 'good' Iqbal means character building which includes self-knowledge, creativity, struggle, perseverance, obedience to God, suppression of self, freedom, tolerance, and contentment.

Intellect and intuition are means of acquiring knowledge. Both these means are complementary. One cannot be ignored for the other. However, intelllect is superior to intuition. Some other features of Iqbal's educational philosophy are also discussed.

PSYCHOLOGY

54. HAQUE, Zahurul. Need and Organization of Guidance Service --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 39-45.August 1971.

In order to make realistic appraisal of students' abilities it is necessary to organize guidance programs in our schools. In the absence of well-organized and well-planned program of guidance, it is impossible to reliably and accurately measure human abilities and aptitudes. It is only with the help of certain measuring instruments that councellors can predict with a degree of certainty the possibilities of success or failure of an individual in a specific career.

Guidance not only facilitates the teacher's work, but also helps the child to make adjustment and to become a useful member of the society. Putting the right man on the right job has been stressed by educators and guidance workers. With-

out the existence of guidance service in the school, it is not possible to have any realistic, accurate, and reliable career plans in terms of national objectives and needs.

The subject is discussed in detail under the headings: 1) concept of guidance, 2) definition of guidance, 3) organization of guidance, 4) factors contributing to the efficiency of the guidance program, and 5) guidance organization pattern.

55. RAUF, Abdur. Ibtedai Umar Kay Jazbaati Khatrey (Emotional Dangers of Early Age) --- Ta'aleem-o-Tadress (Lahore) 5(1): 50-57. October 1971 (U).

Anger, hate, and love are human feelings. They influence the emotional life of children, and should be properly guided to enable children to lead a healthy emotional life. Disturbed emotional life will definitely harm the healthy growth of the child.

The subject is discussed under the headings: 1) emotional dangers for children; 2) life outside the home and its effect on emotional development; 3) emotional behavior of elders; 4) new stage of emotional dangers; 5) school and bad talk; 6) check on violent tendencies; 7) hesitation in emotional mixing up; and 8) the tragedy of our present education system.

The present education does not solve any of these problems. Healthy useful citizens can be produced only by leading them into a disciplined emotional life from an early age.

56. SHAUKAT, Mrs. Naseem. Zahni Sehat Aur Ta'aleem (Mental Health and Education) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 30-39. August 1971 (U).

The teacher's responsibility is not only to impart knowledge, but also to prepare the child for a successful life aterward. Success in life depends on mental health, and the teacher should insure healthy mental growth of the child as he proceeds to fill his pupil's mind with knowledge.

The meaning of mental health and the elements which affect it are briefly explained. The manifestations of sound mental health are: 1) happiness; 2) expression of emotions at the

right time; 3) self-control; 4) regard for others' sentiments; 5) interest in work; 6) recognition of realities; and 7) positive thinking about oneself.

The teacher plays a very important part in developing the mental health of his pupil. Mental health is influenced by discipline. The mental health of the teacher and the parents tenselves affects the mental health of the child.

57. SULEMANI, Khursheed Mohammed. Peshawaraana Ma'alumaat (Vocational Guidance) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 40-44. August 1971 (U).

Unemployment of educated people is a common grievence today. It is usually due to the lack of future planning by students. They do not know which profession they are going to adopt and why. Our schools do not provide any vocational guidance. Students should be provided necessary information about different professions which they can adopt in future according to their aptitudes and tastes.

In advanced countries great importance is given to vocational guidance in schools. Mostely it is part of school education. There is a discussion about the necessity of vocational guidance and the sources through which such guidance can be obtained. The technique of providing vocational guidance to students has been explained in the article.

SCIENCE EDUCATION

58. ALI, M. Inmas. Science Education in Pakistan --- Pakistan Educational Review (Islamabad) Issue No.5. 54-87.January 1971.

After independence there was a growing consciousness in Pakistan about the role of science in the country's overall development as a modern state. The 1958 Education Commission recommended that science should be given the prime position in our education at all levels.

There is an appraisal of the objectives, program, and progress of education in general and science education in particular, during the first two decades of independence. It outlines both the achievements and shortfalls, the obstacles and the limiting factors in achieving the desired goals of science education.

The various topics discussed are: 1) progress of education, including science education in Pakistan; 2) shortfalls, limitations, and obstacles in science education; 3) guidelines for development of science education; 4) special provisions and measures for improvement of science education. There are a number of tables showing the growth of science education at various levels.

59. ALI, Riyasat. Amader Deshe Science Shikkha (Science Teaching in our Country) --- Dainik Pakistan (Dacca) November 2, 1971 (B).

Scientific and technical education has not so far received the attention it deserves from both the government and public. The statement of objectives of the Fourth Five year Plan, clearly lays down that every effort will be made to make the maximum and most efficient use of our material and human resources. This obviously includes the development of scientific research. It is unfortunate that our universities have done little to promote scientific research. This failure was due to the inadequacy of funds for research. Even at this late stage every university in the country should allocate adequate funds for programs of scientific research and should lay more stress on applied than on theoretical research as is the case in Britain and other advanced countries of the world. The following suggestions may yield good results: 1) Every science teacher should have proper training in the subject he is required to teach. 2) Apparatus and materials should be made available in adequate quantities in all institutions, 3) For effective science teaching more and more science teachers should be trained. 4) Objective type of examinations should be introduced.

60. ILYAS, Mohammad. Science Education Development in West Pakistan --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 34-38. August 1971.

The rapid march of science in recent years and its impact on the socio-economic progress of the country has forced the scientists and educators everywhere to improve the education of science teachers, to build more commodious classrooms, laboratories, libraries, and equipment and to develop teaching material that is scientifically sound and educationally stimulating.

In 1967 the government of West Pakistan launched a massive program of syllabus reform in science and mathematics. The curriculum was developed on modern philosophy of science education, keeping in view the norm of intelligence of our students, problems related to day-to-day life of children, and the demands of scientific concepts and processes. It took experts almost three years to modernize the science curriculum. The scope and mechnism of curriculum development and the problems and difficulties are discussed. The future plan for modernization of science education is also described.

61. RAHMAN, S.A. Scientific Research --- Pakistan Times (Lahore) October 11, 1971.

The Government of Pakistan spends hundreds of thousands of rupees every year in foregin exchange on students who go abroad, civil servants on study leave, and on scholarships for M.Sc/Ph.D degrees. The expenditure is justified on the ground that after completing their courses, our foreign-educated young men and women would come back and help in research work. But quite a few of them seek and get admission to universities for the subjects which are of no practical use to us. The result is that as soon as they return home they are placed in posts for which they have not acquired the requisite skills. There are hundreds of such cases in the Education Department. Our national requirements for research work should be indicated by research centers like the Pakistan Atomic Energy Commission, the PCSIR and other such laboratories, including those of our universities, to the departments concerned which are initially responsible for the grant of study leave and scholarships to students. Admission to foreign universities may then be secured by students themselves for any one of the specified fields according to their aptitudes.

SOCIOLOGY

62. AZIM, Basit. Naujavanon Mein Jaraim Ka Barhta Huwa Rujhan (The Increasing Trend of Crimes in Our Youth) --- Jang (Karachi) November 17, 1971 (U).

The first training ground for children is the lap of their mother. The second stage begins at school and the third and last is college and university. But the problem with us is

that a child is deprived of his parents love because of the present social conditions. He does not get proper educational atmosphere either in schools or colleges. Added to this is the ever increasing number of institutions that are run on purely commercial basis. The result is obvious. In order to curb this commercial craze the government should take over all the schools that have money-making as their sole motive. Unless the government takes bold steps to purge such elements from the so-called educational institutions, all efforts to raise the percentage of literacy in the country will prove fruitless.

63. MALIK, Mohammad Iqbal. Human Relations in the School --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 20-28. August 1971.

In the human relations approach to administrative problems of school, stress is laid upon creating a social atmosphere of mutual trust and confidence. It implies that the administrative head should behave in a democratic way and should not impose his decisions in an authoritarian fashion. He should act as a leader, winning the cooperation of his workers through discussions and arguments and earning respect by demonstrating a deep insight into the better understanding of the job. He should give sympathetic consideration to the problems encountered by his colleagues, show tolerance toward their weaknesses, apply corrective measures with wisdom, appreciate their good points, encourage them through rewards, and make the work attractive and satisfying for them.

The historical development of the human relation approach and the widely used concepts in human relations and their relevance to educational problems in Pakistan are discussed.

64. RAUF, Abdur. Bachchon Ki Tamuddini Tarbiyat (Civic Training of Children) --- Sanuvi Ta'aleem (Lahore) 5(3): 35-54. December 1971 (U).

Man's life is full of hazards. A small mistake, a slight deviation may endanger his entire life. To safeguard the future, great care is required in early childhood. Training in good civic life should form part of educational training. Without developing civic sense we cannot produce useful citizens. In early childhood one is faced with a number of

social dangers. The early social dangers are briefly discussed and suggestions have been put forward for avoiding these dangers.

Similarly, many social dangers lurk in the period of adolescence. Some of the dangers are: 1) interest in crazy dresses, 2) mania of strange appearance and haircut, 3) bad habits of eating and drinking, 4) faulty talk and incorrect expression of ideas, and 5) easy-going and frivolous ways of living. The preventive measures for these dangers are described, and it is emphasized that a world movement is required to focus attention of man kind on civic training.

65. USMAN, Mohammad. Ilm Aur Insaniyet (Knowledge and Humanity) --- Imroz (Lahore) October 21, 1971 (U).

A deeper look at the processes of teaching and learning in our country would show that they are still in the experimental stage, and what goes by the name of education has not yet become an educative human activity. Thus, it is useless to expect any useful results from it. What is more distressing is the fact that even in Arts and Humanities, we depend much on others. The books that are being taught in our colleges and universities are wirtten by foreigners. The students and teachers only read or rather memorize them without having any insight into what is written on their pages. It may sound irrelevant, but the fact seems to be that we have not yet developed the habit of thinking, writing and assimilating the results of our study. Stranger still is the fact that for reference purposes even on Islamic subjects we turn to the works of non-muslims. Therefore, it is high time for us to make a thorough probe into our entire educational structure and its aims, objects, policies, procedures, syllabi and institutions. Unless we ourselves take interest in our affairs, we are destined to lag far behind others both in science and humanities.

STUDENTS' PROBLEMS

66. HAQUE, Shamsul. Chhatro Ashanti (Students' Unrest) --- Azad (Dacca) November 5, 1971 (B).

The present generation of students is not satisfied with the political conditions in the country. The students feel that

the present leadership does not practice what it preaches. The government on one side, claims that the expenditure on education has gone up many fold, while the students, on the other side, protest that the cost of living has soared sky-high thus nullifying the effects of the increase in educational heads of expenditure. The students are also raising a hue and cry against the controversial University Ordinance. They claim that the Ordinance has curbed their rights and put excessive restrictions on their activities. The students rightly feel that as long as the Governors of the provinces remain the Chancellors of the universities, power politics will flourish. In order to run the educational institutions smoothly and on sound lines, the present system has to be reoriented and changed according to the circumstances. Unless this is done, the unrest among the students will not stop.

67. QUADER, Abdul. Chatro Shomaj O Rajniti (The Student Community and Politics) --- Dainik Pakistan (Dacca) October 24, 1971 (B).

It is unfortunate for a developing nation like Pakistan that more and more students should turn to active politics and neglect their studies. It is also unfortunate that the causes for this growing tendency have not been studied. The question before the country is: where will students' unrest lead to? If the student community wants any reform in education or teaching methods, the best way is to present the demand in a peaceful and disciplined manner. The government has also its own part to play. It is the duty of the government to listen to and redress the grievances of the students. All genuine demands of the students should be accepted. The students should also change their attitude towards study. It is the student community alone who suffers for its misguided conduct. The students, the teachers and the guardians should ponder over the matter jointly and think out the way of solving the problems calmly and wisely.

TEACHER EDUCATION

68. RASHEED, Ummatun Naseer. Tarbiyet Douraan-e-Mulazmat (In-Service Training) --- Ta'aleem-o-Tehqiq (Lahore) (3(1): 66-69. August 1971 (U).

The importance of in-service training cannot be over-emphasized

In Pakistan the in-service training of teachers is a must, because we have: 1) to make teachers acquainted with new developments in their field of study, 2) to introduce new methods of teaching, 3) to acquaint them with the changing needs of society, and 4) to improve upon the teaching ability because their pre-service training is not enough.

It is an established fact that a teacher once trained does not remain always trained. He needs refreshing his knowledge off and on. The National Education Commission of 1959 has especially recommended the in-service training of teachers. In 1964 in West Pakistan special centers were established to provide in-service training to teachers in Lahore, Rawalpindi, Hyderabad and Peshawer. Primary and middle school teachers are provided in-service training in these centers. The working of these centers is described and it is pointed out that these centers need further improvement to cope with the expanding demands made on them. There are some suggestions for improving the in-service training of teachers.

69. 'Rural Training' for Teachers --- Dawn (Karachi) November 30, 1971.

A 'rural training' program for female primary teachers appears to mark another stage in the implementation of the provincial plan of more than four and a half million rupees for the expansion and improvement of primary schools during the current financial year. The aim is to enable the teachers to inculcate among their pupils "the understanding of Islamic values and the importance of agriculture and education." The other features are said to be some lessions on economic and social betterment; actual demonstrations on poultry keeping, kitchen, thrift, saving schemes; and training in cooperatives, health hygiene, nutrition and child care. This will certainly overburden the teachers with too many tasks. They may end up in a state of bevilderment and mental indigestion. It would perhaps be better to concentrate on such basic needs as helping them to be just teachers - equipped with a better understanding of the social requirements of the particular age-group which usually comes under their care and guidance.

TEACHERS

70. HAIDER, Masood. Insecurity and Teaching Profession --- Morning News (Karachi) December 2, 1971.

Teachers in private schools and colleges are apparently at a disadvantage as compared to their counterpart in government institutions. Most of the teachers in private schools have a standing complaint that their managements have made it a rule to terminate their services just before the summer vacations, which range between one and three months each year. The reasons assigned to such arbitrary removal of teachers are flimsy: the staff was employed on probation or temporary basis, or that it was inefficient or incompetent. The teachers allege that the ulterior motive behind this practice is to deprive the teachers of two months' salary, confirmation, and promotion allowances. If this is so, the standards of education in our country are bound to deteriorate and affect the whole society. One of the main reasons which scare away the competent and well-read people from the 'noble' profession of teaching is the insecurity of service and the disrespect shown to teachers by persons in authority who are not academically qualified to site in judgement on them.

71. KHAN, Mohammed Aslam. Ustaad Aur Azadie Fikr (Teacher and Freedom of Thought) --- Jamia Educational Quarterly (Karachi) XII(4): 43-48.October 1971(U).

Today our students are the victims of confused thinking. The freedom of thinking seems a thing of the distant past. As Muslims we were the first to advocate freedom of thinking, but today we ourselves do not enjoy this freedom. The slavery of centuries have rusted our souls.

It is the duty of our teachers to come forward and speak in favour of freedom of thought. The mere teaching of a subject is not the whole responsibility of the teacher; he has to build the character of his students and inculcate the spirit of freedom in them. In modern times our country has no clear concept of freedom of thought. The teacher should himself believe in this precious freedom. If he values this freedom, he will automatically influence his students to love freedom of thought. Students always follow their teachers. A freedom-loving teacher will produce-freedom loving students.

72. NURUL, Karim. Shikkhaker Daitto (The Responsibilities of Teachers) --- Azad (Dacca) October 29, 1971 (B).

We always complain that students do not behave properly with the teachers. It is also said that the students neither take interest in their books nor care for the examinations. This is right. But we have to go deep into the causes of such compaints. It is generally argued that majority of teachers do not realize their responsibilities toward the student community. The teachers go to their classes but only for gossiping. They do not teach their wards. They argue that they are low-paid and do not command respect in society. There is no provision of pension or gratuity for non-government school teachers. There is no comprehensive and simplified scheme for their provident fund. Only a small minority of the non-government secondary school teachers gets the benefit of the provident fund scheme of the government . Their grievances and complaints are genuine and have to be met. They will take deep interest in their work if they are adequately paid, and basic facilities are provided to them.

73. QURESHI, Mutiur Rehman. The Problems of Oriental Teachers --- Hurriyat (Karachi) October 20, 1971 (U).

Teachers are fundamentally important in any system of education. If they are not satisfied with their conditions of work and the atmosphere of the educational institutions no system of education can succeed in any society. Successive governments in our country have failed to solve the problems of teachers. The oriental teachers are not receiving the same benefits and equivalent scales of pay as those provided for the English teachers. Notwithstanding this disparity, the oriental teachers are doing their best to popularize learning in their own field. One of the injustices that they are subject to is that although they teach higher classes, they are given the primary scale of pay. . The following suggestions are given to remove this anomaly: 1) The pay scale and cader of oriental teachers should be made equal to those of Senior English teachers. 2) Arabic and Persian should not be made exchangable with Drawing. 3) More training institutes should be opened for the training of O.T. teachers. 4) O.T. teachers should be given representation on Secondary Educational Board, Textbook Board, University, and all the divisional and regional offices of Education Department. 5) English should be made an optional subject.

TECHNICAL EDUCATION

74. ALI, Mir Mohammed. Objectives, Strategies and Guidelines for Technical and Vocational Education --- Pakistan Educational Review (Islamabad) Issue No. 5. 30-45. January 1971.

Technical and vocational education is becomming increasingly important in all developing countries. The term "technical education" is generally used to represent the type of education that aims at training the technicians or supervisory personnel in the industrial occupations. Similarly, vocational education identifies the education that aims at the education of skilled workers and tradesmen in industry.

The article provides an overview of the progress and problems in the area of technical and vocational education and discusses measures for removing bottlenecks. It emphasizes the needs of technical manpower for the execution of development projects and suggests appropriate strategies and guidelines for the achievement of maximum results in technical and vocational education sector during the fourth Plan.

TEXTBOOKS

75. The Book Fund --- Dawn (Karachi) November 15, 1971.

The plea by the Karachi University Students' Union for liberal contributions toward the Textbook Fund deserves sympathetic consideration. The prices of textbooks have shot up enormously after the announcement of the new import policy. Proposals and promises regarding reprints at home are still under active consideration. An average student finds it almost impossible to purchase the essential reading material. Now only the universities and college libraries can afford these books, which can serve only a limited number of scholars over a fixed period of time. On the one hand, the existing import policy should be so adjusted as to afford some relief in this respect, and on the other hand the comparatively well-to-do members of the community should come forward and share the burden with the government. After all, the investment in education is a social obligation, and no thinking citizen can escape the responsibility to

some extent. But the basic question is how long the students can subsist on doles and donations even for obtaining the elementary tools of work. Some way must be found to evolve a dependable and practical arrangement ensuring availability of textbooks at reasonable prices.

76. Kitabon Kay Bank (Book Banks) --- Imroz (Lahore) November 18, 1971 (U).

It is heartening to note that the program to set up a book bank by the university is about to begin. According to this program, a number of copies of prescribed books will be kept in the book bank for the use of those who cannot afford to purchase them. The problem of purchasing textbooks, especially the imported books, remained a stimbling block for our students. It is still unsolved. Promotion of education is one of the pre-conditions and plays an important role in the nation's progress. Unfortunately, we have not made any effort to make education easily available to all, without any distinction or discretion. The setting up of the book bank is a right step in this direction. Similar banks should be set up in all universities and colleges so that the poor and needy students may have easy access to the books they require.

77. Medical Kitabon Ki Girani (High Prices for Medical Books) --- Imroz (Lahore) November 8, 1971 (U).

Technical education is not cheap in our country. The prices of prescribed books are really prohibitive for many students. The result is that most of the students depend entirely on notes taken down in classes. We are on the threshold of another academic year but the students, and especially the medical students, have neither basic textbook nor classroom requirements. The books and other requirements are either not available or, if available, their prices are exorbitant. This problem is not confined only to medical students, it is shared by students of all technical subjects and institutions. Government would be well advised to modify the restrictions on the import of foreign books, and this should be done as early as possible.

78. Prices of Books --- Pakistan Times (Lahore) November 7, 1971.

The academic year of universities has just begun. The students, especially of professional institutions, are without some of their basic textbooks and other classroom requirements. The consequences of the current import policy have been more disastrous on books than on any other commodity. The government is of course faced with a host of problems, but the saving it is seeking to make on this item is inconsequential, and the hardship it is causing to the student community is acute and widespread. Moreover, the consequences of the new policy have been more than what was anticipated. It was calculated that the prices of books should not rise beyond 42 to 45 per cent. Actually they have exceeded 100 per cent. Booksellers have openly refused to comply even with their own association's directives. And even the books already imported on the old cash licence basis were promptly begun to be sold at the enhanced rates.

79. WAZIRABADI, Qayyum. Textbook Board --- Pakistan Times (Lahore) October 11, 1971.

The Governor of the Punjab, while inaugurating the seminar on "Pakistan Ideology and Textbooks," rightly pointed out that we would be destroyed if the ideology perishes. The Pakistan ideology is the basis of our concept of corporate existence. The significance of this ideology must, therefore, be explained to the man in the street in general and the budding youth in particular. But the Textbook Board has done nothing to educate the younger generation in the elements of this ideology. To cite only one instance, the Intermediate Book 1 prescribed for the F.A and F.Sc. students contains some material which is indeed insulting to the Founder of the Nation and inimical to the ideology of Pakistan. A thorough revision of the syllabi must be undertaken to bring the courses of study in conformity with the ideology of Pakistan.

WOMEN'S EDUCATION

80. SUMBAL, M. Aslam. Women's Social Position and Their Education --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 65-66 August 1971.

Man and woman are the complementary parts of a single machine and equal in importance to each other. But in our society

opinions differ widely about the status of women. The orthodox school considers women vicious, weak, and devoid of all virtue. On the other hand, the romanticists adore her as the source of all aesthetic elevation and artistic inspiration. These are extreme views. Women are just like men, each having certain special attributes.

Islam has given women a diguified status. According to Islam, the place of women is home, which is the basic unit of society. The paramount duty of a woman is to bring up children to the best of her ability. Good mothers make good nations. Uneducated women do not make educated home or educated community. Hence the need of female education in any scheme of national development. Education of women is indispensable not only for the good rearing of children, but also for the consolidation and grwoth of a progressive society.

GENERAL

81. AMIN, Shaikh Pervez. Education and Reorientation --- Morning News (Karachi) October 9, 1971.

The writer suggests the ending of the prevailing differences in the total marks of examination papers in the various universities. For instance, the examination of the Rajshahi University carries a total of 900 marks, whereas the Dacca University conducts its examination within a total of 1100 marks. The M.A. examination marks in Political Science, Economics, English, etc., should also be equalized within the Punjab University. Political Science students are to clear eight papers carrying a total of 800 marks, whereas the students of the other two subjects are to clear seven papers with a total of 700 marks. Islamiat should be made compulsory from Primary stage to Degree level, both in pass and Hons. classes. Thoughts and contributions of Muslims in Arts and Science should be made part and parcel of our education at all levels. Co-education should not be allowed from class VI to University level. Finally, to improve female education, one B.Ed. College and one Medical College for women should be set up in each Divisional Headquarter. There should be a University exclusively for women at Dacca.

82. Bibliography on Education in Pakistan --- Lahore, West Pakistan Bureau of Education, 112p. 1970.

This is a bibliography of educational material of Pakistan. The bibliography contains entires of available books, pamphelets, articles, papers, documents, government reports, surveys, doctoral theses, and dissertations on various aspects of education in Pakistan. The entries relate only to English language material published in Pakistan or outside. The entries are arranged alphabetically by subject and start with 'Academic Freedom' and end with 'Women as Educators.' In the end a topical index is provided.

There are 197 topics under which different entries are placed, and the number of entries exceeds eighteen hundred.

83. GORAHA, Mushtaq Ahmed. Marey Ta'aleemi Tajurbaat (My Educational Experiences) --- Ta'aleemo-Tehqiq (Lahore) 3(1): 56-65. August 1971 (U).

In this article the writer, a senior teacher of English language, deals with his personal experiences both as a student and as a teacher.

Personal experiences of a man are very important, and many experiences, if analyzed, greatly help in understanding a number of problems. Such personal experiences helped the writer understand the difficulties that the students as well as the teachers face in the field of education. First comes the discussion of the difficulties faced by students in learning languages. Next, suggestions are given to overcome these difficulties. The art of prose writing is discussed, and suggestions are given for writing good prose.

The responsibilties of teachers have been pointed out in some detail, followed by suggestions for improving teaching methods.

84. HAIDER, Masood. Indifference Blurs Education Horizen --- Morning News (Karachi) October 25, 1971.

In any educational institution, the management, teachers, students, and other office staff must all work as components of a single machinery to maintain efficiency and congenial atmosphere in the institution. Unfortunately, just the opposite is happening in the institutions here. While the

teachers have their own grievances, the students feel that they are treated like aliens by the management. This feeling has made the atmosphere in our educational institutions unhealthy and lamentable. The most distressing feature in almost every institution is that cooperation does not exist between teachers and students. Their mutual alienation has clouded the entire horizon of education. This has to be taken note of if education in our country is to be imparted on sound lines.

85. IBRAHIM, Mian Mohammed. Mo'allim Aur Ta'allum (Teacher and the Process of Learning) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 70-73. August 1971 (U).

The article deals with the role of the teacher and the process of learning. A teacher is not a mere man of learning; his greatness lies in the fact that he bestows knowledge upon the ignorant. He serves the cuase of learning. A good teacher not only imparts knowledge, but also builds the character of the taught. The students are inspired only by the teacher who is well versed in his subject, and has a good moral character, natural aptitude for teaching, and civic sense.

The process of learning is one of the most important functions of life. Learning is the change in behavior through experience, training, and thinking. The basic elements of the process of learning are discussed alongwith the various impediments in the way of learning.

86. MANNAN, Abdul. Shikkha Paddhoti (The System of Education) --- Azad (Dacca) October 6, 1971 (B).

The present system of education serves no purpose but to make the students idle and teaches nothing but malpractics in the examination halls. It contributes negatively to the development of their perception and creativity. Now that we are an independent nation, we should broaden our outlook and change the system of education according to the needs of the time. We have to learn from the developed and advanced countries, where the students take their studies seriously. We should fight against the instructional practices which encourage the students to cram their lessons. It has been observed that most of the students avoid reading textbooks

and rely wholly on notes. They just memorize some important portions of their books and take their examinations. The undue emphasis on notebooks not only hampers proper education but also involves waste of valuable manpower.

87. NIAZI, Atta Mohammed Khan. Some View Points About Education --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 67-70.August 1971.

The primary aim of education is to cultivate a sense of discipline and to develop the mental faculties, such as perception, memory, imagination, reasoning, feeling, and will. The apperception theory of education implies that what has already been learned and the manner in which it has been learned influences what is to be learned in future. The modern aim of education is the realization of a fruitful, pure, and comprehensive outlook on life.

Education is a basic national and rational need, as a man is fashioned by education. There are two significant factors in education, theory and practice. The conflict between theory and practice is a matter of grave concern. The relation between theory and practice is of particular interest to the art of teaching. Education is the best defence against War. Education has been defined in a variety of contexts, which are mentioned in the present article.

88. OSMUND, B. Education --- Pakistan Times (Lahore) October 10, 1971.

Prescribed textbooks are studied only casually in our schools and colleges. Aids areavailable for most of the books for the purpose of preparing for public examinations. The memory of students is developed with care. Some of them know not only their textbooks by heart but also the roll numbers of other students. Our students memorize English essays and can reproduce book answers word for word without comprehending what they commit to memory. Education is not simply gathering of information. Real education should help a person to think. If education meant simply collecting of data, then teachers and professors could be dispensed with, because such knowledge can be gained from books and libraries. The teacher's task is to teach and train the student to think. If he is able to produce thinking people, his mission is successful. Parrot-like memorizing is useless. Reproducing pre-packed answers should not be encouraged. Ready-made stuff taken direct from books will not help our students to develop their power of observation and sense of appreciation.

89. PIR, Mohammed Ali. Roedaad Anjuman Fazeleen (Report of the Old Boys Association) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 117-124. August 1971 (U).

This is the annual report of the activities of Old Boys Association of the Institute of Educational Research. First there is a review of organizational matters and educational activities like seminars, symposiums, research works, etc. Special mention is made of a 24-point memorandum the association placed before the government for the promotion of education.

The salient features of the memorandum are: 1) promotion of Islamic education, 2) reform in teacher training program; 3) enhancing teachers' status, 4) reorganization of educational administration, and 5) improvement of educational standard.

90. YASMIN, Ghazala. Creativity and Education --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 55-62. August 1971.

Broadly speaking creativity means germination and growth of the seeds of ideas and hypotheses. Creativity embraces imagination, curiosity, experimentation, discovery, and invention. It is an intra-personal process through which a novel thing is created. It is a product of re-integration of ideas of an individual and the society.

Education is an instrument to equip the individuals with skills necessary for productive life. Education is a kind of mental hygiene which ensures the right response in behavior and conduct. The spark of creativity lies in each individual in a somnolent state and the task of education is to blow up the spark by strking the dormant cords of one's creative potentials.

The concept of creativity, creativity and language, creativity and thinking, process of creativity and education, and intuition, inspiration, and institutions influencing creativity are explained. Iqbal's ideas about creativity and education are also explained. It is concluded that the function of education should be to cultivate in the individual his intellect and the habits of curiosity and eagerness.

TEACHING METHODS AND MEDIA (Special Section)

91. AHMED, Chowdhury Fazal. Bunyadi Maharatein Aur Unka Ta'allum (Basic Proficiencies and their Learning) --- In: Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 275-296. Lahore, Maktaba Karavan 1971 (U).

When a child enters school, he has developed some simple physical proficiencies and can speak mother tongue. In school he is first taught reading, writing and arithmetic. Along with writing he also learns spelling. These are the basic proficiencies of a child and form the basis of his future education. Although these basic proficiencies to some extent hamper the child's individuality, yet the manner of teaching these proficiencies can be made purposeful and interesting. When the child learns these proficiencies, he should be taught how to use them in creative activity.

The various factors involved in the teaching process of basic proficiencies are briefly discussed. Special mention is made of the mistakes and their early correction with a view to avoiding the formation of wrong habits in the child. The teacher should be very careful in this matter, and he should pointed out to the student where he is commiting the mistake and how he should rectify it.

92. AHMED, Chowdhury Fazal. Bunyadi Usool-e-Tadrees (Basic Principles of Teaching) --- In: Usool-elTa'aleem Aur Tariqa Hai Tadrees, 105-160. Lahore, Maktaba Karavan 1971 (U).

Education is the inter-action of two minds: one mature, that of the teacher, and the other immature, that of student. Teaching is the process through which this inter-action of minds takes place, and the behavioral change that this inter-action brings about is the process of learning. Good teaching is that which results in effective learning.

Previously, teacher was the principal actor in the show. In modern times child is the pivot in the scheme of education. This shift in emphasis has made the task of a teacher very difficult. In old days, it was enough for the teacher to impart given quautum of knowledge and expertise by way of education to the student. But today the teacher has to form and develop desirable habits in his ward.

The first thing that influences teaching is the educational objectives of the nation. Next comes the syllabus, which reacts on teaching and its technique. The third factor is the method of examination. These three factors are discussed in detail.

93. AHMED, Chowdhury Fazal. Chand Naguzeer Tadreesi Wasail (Some Important Teaching Aids) --- In: Usool-e-Ta'aleem Aur Tariqae Hai Tadrees, 564-580. Lahore, Maktaba Karavan October 1971 (U).

This is a brief review of some important educational aids, such as textbooks, libraries, and museums.

Textbooks are rightly called printed help of teachers. A good textbook is not only the best tool of a teacher, but also an easy, dependable, and effective source of acquiring curricular education for a student. The arrangement, contents, style, illustrations, and physical production of a textbook determine its quality.

The importance of libraries cannot be overemphasized. The Education Commission described the library as the heart of a secondary school. The prime object of secondary education is to make a student intellectually self-reliant. He should be able to seek knowledge without the presence of a teacher. Silent study, therefore, assumes great importance in the educational scheme, and for such study the use of libraries is essential. As to museums in the scheme of eduction, their importance is so great that they are an essential part of teaching aids in all advanced countires. In Pakistan we have only historical museums. These museums also have educational value, and if systematically used they can be of great help in teaching.

94. AHMED, Chowdhury Fazal. Mansubi Tariq (Project Method) --- In: Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 361-378. Lahore, Maktaba Karavan.

Project Method is the product of John Dewey's educational thoughts. Dewey believed in the philosophy of doing. He wanted education associated with practical life. The project method is an attempt to connect eduction with life.

Project method represents concrete solutions of a problem instead of theoretical answers. A project may be assigned to individual students or to the whole class. In the first case, each student may work individually on different projects or one project may be carried out individually by the whole class. In the second case, one project is collectively carried out by the whole class. There are four steps in a project: 1) determination of objectives; 2) chalking out of a detailed work plan; 3) taking of practical steps to complete the project; and 4) analyzing the results. These steps are discussed in detail.

The advantages of the Project Method cannot be denied, but there are practical difficulties which an ordinary school cannot overcome. This is the reason why the method is not frequently used.

95. AHMED, Chowdhury Fazal. Masa'li Tareeq (Problem Method) --- In: Usool-e-fa'aleem Aur Tariqa Hai Tadrees, 342-360. Lahore, Maktaba Karaven 1971 (U).

From cradle to grave man is faced with problems. Success in life depends on solving these problems. Modern education, therefore, lays soress on training the children to solve their own problems. This training makes them capable of independent thinking.

In teaching through Problem Methods different subjects are presented in the shape of problems. The child is asked to solve these problems. Every problem has two elements, one realization of some difficulty, and the other realization of the necessity of doing something for it. This method trains the students in thinking and deciding for themselves. This training is no easy job. The steps involved in Problem Method teaching are: 1) bringing the problem to the notice of the student; 2) explaining the problem to him; 3) securing and aggrangement of necessary [illegible]terial; 4) finding out experimental solution; and 5) practical application of the solution.

96. AHMED, Chowdhury Fazal. Mashq Aur Aiaada (Exercise and Revision) --- In: Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 549-563. Lahore, Maktaba Karavan 1971 (U)

Exercise and revision are two important factors in the process of teaching.

There is no denying the necessity of exercise. In olden days exercise, good or harmful in the long run, was an important part of teaching. It was not realized that wrong type of exercise does more harm then good. Exercise is useful when the student fully knows the objective and the utility of the exercise he is doing. Exercise should be scientific. It requires the physical presence and individual attention of the teacher while the student is doing the exercise.

Revision is different from exercise. Revision means recapilutation and reappraisal of a thing already learnt, whereas exercise is the repitition of the same thing again and again. Revision is necessary to keep a subject fresh in mind and prevent it from dropping out of memory with the passage of time.

97. AHMED, Chowdhury Fazal. Mutaley Ki Rahnumai Karna (Guidance to Reading) --- In: Usool-e-Ta'aleem Aur Tariqae Hai Tadrees, 504-509. Lahore, Maktaba Karavan. October 1971 (U).

Not long ago, extra-curricular reading was not encouraged in schools. But today more emphasis is laid on such reading to cultivate the habit of reading in the students. It is considered an intellectual activity which should always be encouraged. Without this, the habit of independent thinking, which is the real aim of education, cannot be developed in students.

The development of good reading habits requires training and it is the responsbility of the modern teacher to provide this training. This training is to start from the upper primary classes. The teacher should indicate to the secondary school students the sources of knowledge other than textbooks. These sources include books, magazines, newspapers, dictionaries, encyclopedias, and other reference works. The teacher should provide easy, interesting, and informative books to the students. It is unfortunate that we have very few good books for extra-curricular reading.

98. AHMED, Chowdhury Fazal. Sabaqi Khakey Tayyar Karna (Preparation of Lessons) --- In: Usool-e-Ta'aleem Aur Tariqae Hai Tadrees, 460-472. Lahore, Maktaba Karavan October 1971 (U).

Daily lessons fulfil the aims of education and cover the syllabus of the subject. The importance of lessons demands full preparation with great care and understanding.

The preparation of lesson is necessary both for new and experienced teachers. This preparation should be in writing point by point. This will clarify the lesson and enable the teacher to discuss the subject logically in correct sequence and with due emphasis on important points. In preparing the lesson the teacher should keep in mind the capabilities of his students as well as the new techniques and methods of teaching, which will make his lesson easy and interesting.

While preparing the lesson the teacher should have freedom to shape his lesson according to the circumstances and requirements. There are three steps of preparation: 1) introduction; 2) body of the lesson, and 3) conclusion.

99. AHMED, Chowdhury Fazal. Sabaq Sunna Aur Report Tayyiar Karana (To Hear Lesson and to Get Prepared Report) --- In: Usool-e-Ta'aleem Aur Tariqa Hai Tadrees, 485-490. Lahore, Maktaba Karavan. 1971 (U).

In bygone days it was a regular practice to ask the students to learn by heart the day's lesson or written notes and recite them the next day in the classroom. Usually students learned their lessons by heart without any comprehension. But modern practice is different. Teaching consists in making the student think, decide and carry out the work himself. For this purpose the teacher asks the student to prepare report.

For the purpose of report some interesting topic connected with the classroom lesson is assigned to the students. They are provided with necessary guidance and material, and their prepared report is discussed in the classroom. The report may be oral or written. A written report should be demanded when the students have already learnt the art of simple writing and self-study.

100. AHMED, Chowdhury Fazal. Taqreeri Sabaq (Oral Lesson) --- In: Usool-e-Ta'aleem aur Tariqae Hai Tadrees, 473-484. Lahore, Maktaba Karavan. October 1971 (U).

Modern concept of education treats the process of learning as an activity shared equally by the students and the teacher. But the old school laid stress on oral lessons aimed at stuffing the mind of the student with as much matter as possible. However, the oral lesson has not totally lost its importance in modern education. There are times when a teacher has to tell orally something to his student.

The oral lesson may assume many forms like story telling, narration, and expansion. In fact, these are the different modes of a teacher's conversation with the students. An important type of oral lesson is lecture or speech. Lecture is helpful in learning, as it saves time. The students should be trained to take short notes during the course of lecture. This training is very useful in practical life.

101. AHMED, Zulfiqar. Implications of the New Instructional Technology for the Old Educational System --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 32-33. August 1971.

No high-sounding statements of objectives or meticulous design of curricula can promote learning unless effective methods and techniques are utilized. Educationists have been trying through the ages to evolve effective methods of instruction. In the near past many new methods were thought out and tried with varying success. One of the latest entries in the field is the whole cluster of learning and teaching techniques known as instructional technology.

Instructional technology includes the auto-instructional techniques and the use of communication media for group instruction. The auto-instructional technique, also known as programed instruction, is based on behaviorist psychology. It may be used for the learning of any kind of content including sciences, mathematics, social studies, languages, etc. Important features and implications of instructional technology are discussed. It is hoped that the new instructional technology will go a long way in improving and reconstructing the educational system through better teaching and learning.

102. CHOWDHURY, Mafrooha.Porikkha-Shomassa Bortoman Shikkha Paddhoti (The Problem of Examination and the Present Method of Teaching) --- Dainik Pakistan (Dacca) October 13, 1971 (B).

One of the main factors that have created unrest among the students is the low standard of education in the country. Neither the teachers take their profession seriously, nor the students devote full time to their studies. Adoption of unfair means in the examination has now become a habit with the students. Some of the students even go to the extent of attacking and threatening their teachers. The result is that the invigilators in the examination hall avoid taking strict measures against the students caught while copying from a book. They conveniently overlook or ignore it. Some of the suggestions for improving the conditions are: 1) Teachers should assist the students in overcoming their problems and difficulties while they are teaching a new syllabus, 2) The method of preparing examination questions should be changed. 3) A Research Officer should be appointed to study the causes of malpractices of students.

103. Education Through Museum --- Dawn (Karachi) October 2, 1971.

The special Educational Service launched in the National Museum at Karachi constitutes a well-conceived move toward giving a new meaning and purpose to the role of museums in society. The service is designed primarily for students and will be in the form of conducted tours, special lectures with demonstration, films and film strips depicting the country's history and culture, exhibitions on special topics etc. The underlying purpose is to provide visual demonstration of the diverse elements making up the country's history and culture, thereby supplementing classroom instruction on various subjects. Visual instruction thus provided can be a very powerful factor in acquainting the student community with the richness, variety and dynamism of the country's past. An educational program of this nature can teach more things about our history and culture in a much shorter period than even the best illustrated book or the most skilful teacher can do.

104. FAROOQI, Zahoorul Haq. Nizaam-e-Ta'aleem Aur Tadreesi E'aanaat (Education System and Teaching Aids) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 114-116. August 1971 (U).

In an ideological state curriculum development on the basis of ideology is very important, and this can be achieved through proper planning by experts. However, a good curriculum can produce good results only if it is put into practice by good teachers and with suitable teaching aids.

Teaching cannot be useful if well trained teachers are not available. The method of teaching and of using teaching aids should be in conformity with the local needs and conditions. Foreign methods and appliances are not always useful. Modification according to the country's requirements are necessary, especially in the case of audio-visusal aids. Audio-visual aids should preferably be prepared locally in training centers.

105. GORGANI, Tanwir Jehan. Expansion of New Methods and Techniques in Pakistani Educational System --- Jamia Educational Quarterly (Karachi) XII(4): 19-24. October 1971.

In view of the alarmingly low percentage of literacy in Pakistan, the educational system of the country needs an expansion and improvement of new methods and techniques of effective learning. As learning involves stimulation of all senses, an extensive use of audio-visual aids will greatly help spread literacy in the country. All the information media including films, T.V., radio, newspapers, books recordings, teaching machines, etc., can play an important role in combating illiteracy and raising educational levels.

The role of teacher is very important in this context. A good teacher recognizes the validity of all forms of expression. The traditional role of the teacher should be changed in view of the development of mass communication media. There is a need of laying more emphasis on the skills of listening and watching. The role of different media is briefly discussed, and training and research in mass communication are emphasized.

106 KAMBOH, Aslam. Jadeed Tadreesi Wasail (Modern Teaching Aids) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 74-85.August 1971 (U).

Modern teaching aids include educational television, educational radio broadcast, film strips, programed instructions, tape records, and language laboratories. For effective teaching these aids are used at every level of education in advanced countries. Through the help of these aids teaching becomes easy and extensive at the same time.

The importance of modern teaching aids cannot be overemphasized. It is wrong to assume that in the presence of these aids, the teacher becomes superfluous. He utilizes these aids for making education easy and interesting. These aids are only a help to the teacher, they are not teachers.

The methods of using modern aids and the extent to which they are used in Pakistan in the field of education are discussed.

107. KHAN, Mohammed Amin. Idara Sama'i-o-Basari Moa'vanaat (Audi -Visual Aid Institution) --- Ta'aleem-o-Tehqiq (Lahore) 3(1): 45-48.August 1971 (U).

This is a visit report about the Audio-Visual Institute of Lahore, which was established in 1953 under the Education Department of the Punjab Government. In 1965 the Institute was reorganized and converted into a West Pakistan organization. The Institute at present has about 400 16-mm. films and about 700 black and white and color film strips, along with slides and tape recorders. The Institute provides on request audio-visual aids facilities with men and material to schools and colleges.

From the very beginning the Institute has financial problems and so the expected progress could not be achieved so far. Most of the material is foreign. The organizers of the Institute complain that the facilities provided by the Institute are not fully utilized by schools and colleges.

108. ZAFAR, Iqbal. Zaryai Ta'aleem Aur Subaai Zabanein (Medium of Instruction and Provincial Languages) --- Ta'aleem-o-Tehqiq (Lahore) 3(1) 107-109 August 1971 (U).

The medium of instruction is the language in which textbooks are written and teaching is imparted in educational

institutions. In British India, English language was the medium of instruction at all levels except primary. After independence attempts were made to introduce Urdu as the medium of instruction for the whole of Pakistan. First there was opposition from East Pakistan, and now some regions are demanding the introduction of regional languages as medium of instruction.

Why these demands are being made and who are the people who are making these demands is briefly discussed. Then follow the arguments for and against these demands. The article ends with the conclusion that the adoption of Urdu language as medium of instruction is a wise step that will definitely serve the cause of education.

109. ZAHEER, Mohammed Ali. Sanuvi Ta'aleem Mein Ta'aleemi Numaishon Ki Ahmiyat (The Importance of Educational Exhibitions in Secondary Education) --- Sanuvi Ta'aleem (Lahore) 5(3) 1-7. December 1971 (U).

The importance of audio-visual aids in imparting knowledge is an accepted fact. Educational exhibitions serve the purpose of audio-visual aids to a limited extent. The advantages of such exhibitions are that they: 1) add to the store of knowledge; 2) sharpen the power of judgement; 3) develop aesthetic taste; 4) improve the technique of learning and teaching; 5) strengthen the power of imagination; 6) create interest in education; 7) facilitate the process of learning; 8) teach the best use of leisure; 9) develop creative ability; and 10) provide opportunity to learn through play.

Educational exhibitions are also very useful for teachers, and so for society. The difficulty, however, lies in the organization of these exhibitions. Some suggestions are given for organizing these exhibitions with the minimum of expenditure and maximum of results.

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